DOCUMENT RESUME

ED 461 363 IR 018 756

AUTHOR	Blenkinsopp, John
TITLE	Regional Framework for Self Paced Learning Modules. South Fraser Health Region.
INSTITUTION	La Grange Area Dept. of Special Education, IL.
PUB DATE	1997-12-00
NOTE	27p.; Prepared in collaboration with the Regional Educators Group.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Cognitive Style; Foreign Countries; *Individualized Instruction; Learning Activities; *Learning Modules; *Medical Education; *Pacing; Performance Based Assessment; Professional Development
IDENTIFIERS	British Columbia

ABSTRACT

The purpose of this manual is to provide a guide for developing consistent, effective self-directed learning modules for the Surrey Memorial Hospital staff, physicians, and volunteers in the South Fraser Region. Eleven sections include: (1) "Philosophy for Self Paced Learning"; "What's Exciting?"; "What's the Challenge?"; (2) "Purpose"; (3) "Guiding Principles"; "Quality"; "Learner Centered: Learning Styles, Previous Knowledge and Experience, Targeted at Specific Groups"; "Interdisciplinary and Collaborative"; and "Strategic Development Focus"; (4) "Components of the Self Paced Learning Package or Module"; "Overview: Introduction, Scope of Package or Module, Purpose Statement, Objectives, Pre-Requisite Knowledge or Skill Level"; "Learning Guide"; "Optional Pre-Test"; "Required Learning Activities"; "Recommended Learning Activities"; "Supplemental or In-Depth Learning Activities"; "Evaluation"; and "References"; (5) "Checklist for Developers"; (6) "Development"; (7) "Format"; "Regional Development Resource Personnel"; (8) "Draft Model for Evaluation and Revisions of Self Paced Learning Modules"; and (9) "Regional Development of Self Paced Learning Modules"; (10) "References for Development and Evaluation"; "Books"; "Journals." Manual includes 2 appendices: "Draft Copyright Notice for SPLMs (Self Paced Learning Modules"; and "Guidelines for Reviewers." (Contains 29 references.) (JAK)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 461 363

IR

South Fraser
Health Region

Regional Framework for Self Paced Learning Modules

BEST COPY AVAILABLE

Submitted by John Blenkinsopp
Learning Resource Centre Coordinator
Surrey Memorial Hospital
in collaboration with
the Regional Educators Group
Draft 4 December 1997.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Blenkinsopp

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR018756

Table of Contents

Philosophy for Self Paced Learning 4
- What's Exciting ? 4
- What's the Challenge ? 4

Purpose: 5

Guiding Principles: 5
- 1. Quality 5
- 2. Learner Centred 5
  - Learning Styles 5
  - Previous knowledge and experience 5
  - targeted at specific groups 6
- 3. Interdisciplinary and collaborative 6
- 4. Strategic Development Focus 6

Components of the Self Paced Learning Package or Module 7
- Overview 7
  - Introduction 7
  - Scope of package or module 7
  - Purpose Statement 7
  - Objectives 7
  - Pre-requisite knowledge or skill level 7
- Learning Guide 7
- Optional pre-test 7
- Required Learning Activities 7
- Recommended Learning Activities 8
- Supplemental or in-depth Learning activities 8
- Evaluation 8
- References 8

Checklist for developers 9

Development 10

Format 11
- Regional Development Resource Personnel 12

Draft Model for evaluation and revisions of Self Paced Learning Modules 13

Regional Development of Self paced learning modules. 14

References for development and evaluation 15
- BOOKS 15
- JOURNALS 15

Appendices 18
- Draft copyright notice for SPLMs 19
- Guidelines for Reviewers 20

Philosophy for Self Paced Learning.

Self Paced learning is based upon each learner identifying personal needs in order to meet identified learning objectives and carrying out a learning program. This approach invites the learner to undertake the level of study and inquiry appropriate to his or her current knowledge, needs and goals. As participants, learners accept responsibility for their learning. If learning support groups are in place, participants will be able to study within a climate of mutual support and interest, and critical reflection. Learners will proceed at their own pace and will be guided and assisted through the different levels of the study materials by prompts throughout the module and optionally by the resource people listed in the package.

Self Paced learning has some exciting and challenging aspects. As the Learner

"What's Exciting ?"

- you get to be in charge of your learning; make your own decisions about what you want to learn, about where and when, how and even why;
- you get the luxury of focusing at the depth you choose, and at you own pace, on what you think about things, without the distraction of others' immediate "take" on things;
- you gain a deeper appreciation of what actually is involved in learning through the process of preparing a plan, following it, and assessing what has been accomplished;
- you develop a greater awareness of your own strengths and weaknesses in approaching learning;
- you create your own way of integrating theory and practice about the topic in question in a way that makes sense to you and which has meaning for you.

What's the Challenge ?

- practising self-discipline. Even though you do not have to go off to class, you can't put off your learning activities or you'll be in a jam as your annual review due date approaches!
- developing your personal views on and practices for learning
- developing the skill to determine your learning needs and the best ways to achieve them
- some people find it a bit scary to take control of their own learning, at least at first!

Adapted from Ian Hunt, ADED UCFV with permission.

Purpose:

The purpose of this manual is to provide a guide for developing consistent, effective self-directed learning modules for our staff, physicians and volunteers in the South Fraser Region. By using a consistent and collaborative approach, we will be able to produce a wider variety of learning opportunities than individual institutions and agencies can. If we share results we will also be reducing workload.

Guiding Principles:

1. Quality:

To ensure quality, modules should

- be built on sound literary and research based sources
- utilize adult and learner centred education process and principles
- be based on best practices
- always maintain a client focus.

References should always be provided for further self-study or investigation, promoting continuous improvement and continuous learning.

2. Learner Centred:

- **Learning Styles**

Designers must remember that not all people learn in the same way. Options need to be built into each Self paced Learning Module to accommodate a wide variety of learning styles. Learners must be treated as adults and respected for their initiative and judgement in utilizing the modules and the processes therein. This may be partially governed by mandatory or regulatory guidelines outlining specific content, activities or evaluation criteria.

- **Previous knowledge and experience**

Modules need to be created in light of various levels of previous knowledge of the learners. For example, modules need to be flexible enough to allow a new graduate or staff member to complete the module as well as an expert staff member, who has been practising the topic area for several years. We are suggesting a multilevel

approach rather than development of individual packages. The multi-level approach would cover all skills/activities/resources under the topic in the same package giving the learner the opportunity to choose to complete only those activities he or she needs to meet the objectives. Completion would be validated through evaluation processes built into each package/module.

- **targeted at specific groups**

Modules need to be directed to a target audience and not just be a restatement of information from books and journals. Material must be relevant, useful and up to date in each user's scope of practice.

3. Interdisciplinary and collaborative:

The creation of modules must be interdisciplinary. They should not be created in isolation. Modules should be developed not only on perceived need by units, areas or departments but also on the needs of the individual learners. Decisions on content inclusion should be based on a needs assessment of the end-users of the manual, as well as the technical requirements of the topic.

Modules need to be of a consistent format and content, allowing for some areas of particular revision based on individual institutional policy and guidelines.

4. Strategic Development Focus

Self paced learning modules are developed initially at a foundation level to meet basic learning needs and to ensure all staff can practice safely. This is just the first step. Professional practice involves more than just safe practice. It involves the ability to apply a range of critical thinking and problem solving skills to a given situation and respond appropriately, both knowledgeably and within the standards of practice. This requires that learning opportunities enhance this progression from novice to expert levels of skill development. All SPLM's, over time, undergo refinement and additions to the foundation level to develop these critical thinking skills related to the particular subject matter. These refinements will support movement by the Learner from safe, sound application of knowledge to synthesis, evaluation and reflective practice.

Components of the Self Paced Learning Package or Module:

1. **Overview**

a) Introduction:

The reason for completion of this model is described. Objectives are explained along with the requirements for completion and a brief overview of the contents of the module.

b) Scope of package or module:

Who is the target audience? for example a package may need to be more comprehensive for one group than another or may target only one group of staff.

c) Purpose Statement:

Why have we created this package? What requirement does it fill or what need will it serve? Is there a reason or mandate for its completion?

d) Objectives:

Overall expected outcomes described in learner centred terms.

e) Pre-requisite knowledge or skill level:

If there is a minimum expected competency for completion of the module it should be outlined. For example, ' must have CPR before taking ACLS' or 'must have completed the full orientation to back care before taking the review'.

2. Learning Guide:

This is an overview of the package or module for the learner.
Suggested time needed to complete the course of study or framework for priority / order of completion.

3. Optional pre-test:

to test requisite knowledge, or to form a baseline for follow-up assessments.

4. Required Learning Activities:

Include the individual or in-depth objectives / ends-in-view required to meet the evaluation criteria. This could include skill sets or demonstrated tasks needed to complete the module (eg: 'learner must be able to demonstrate effective and efficient use of X machine to Clinical instructor'). There may be required learning activities, including pre-reading or a lecture component based on the topic.

If the learner is able to meet these objectives or criteria without further study based on prior work experience, training or study, they can choose to move on to the evaluation phase.

This is an opportunity to build on previous knowledge by providing some upgrade learning materials as well. If this is done it will need to be built into the objectives.

5. Recommended Learning Activities:

Basic outline and review of current literature and standards. This may include a lecture, video or audio tape as a primary source of information or to back-up the written material. It may also include referral to other references. The learner should be given other resources to consider if finding themselves unable to meet the criteria for completion of the package/module. These could include a section on supplemental Activities, a list of alternative literature resources, contact persons or tutor resources.

6. Supplemental or in-depth Learning activities:

Appendices containing articles which are more detailed to aid with specific learning needs, or provide more information for an interested learner. Optional alternatives may be addressed such as a video rather than all the reading materials to cover the same information. This section may also be used to add specialized information for those who need it. (For example a package on IV starts may include a section on pediatric considerations here, rather than developing a whole package for pediatric IVs).

7. Evaluation:

Evaluation of learning ensures that the objectives are met.
Options include:

- Self Evaluation,
- demo-return demo,
- performance check-list,
- post-test exam or quiz (which may be in another form such as a cross word puzzle),
- skills test,
- verbal discussion of learning, or
- a demonstrated behaviour change.

These can be used individually or in combination based on the topic and the learner.

The Package/module itself should also be evaluated for its effectiveness as a learning tool and its effectiveness improving job performance and client centred care. This may include a follow up evaluation to evaluate the impact of the learning on the job.

8. References:

Bibliographies or a list of references for the Learner to do further research if interested and a list of alternate or additional resources(books, articles, videos, journals) the Learner may find beneficial. This could also include content experts' names as resources (Educators, Mangers, Clinicians, Clinical Resource Nurses, Peer experts who have successfully completed the modules).

Checklist for developers:

Purpose: to assist with the creation of the module or package. The checklist outlines the steps and areas to be considered in development of a Self Paced Learning Package or module.

Development:

- ❒ **Current modules or packages on this topic not available within the region or elsewhere**
- ❒ **Multi-disciplinary or Interdisciplinary approach to creation**
- ❒ **Based on current Literature and best practices**

Components:

Overview

- ❒ **Introduction**
- ❒ **Scope of package or module** (Who is the target audience?)
- ❒ **Purpose Statement** (Why have we created this package? what need, reason or mandate)
- ❒ **Objectives** (Overall expected outcomes described in Learner centred terms.)
- ❒ **Pre-requisite knowledge or skill level**

- ❒ **Learning Guide** (time frame, course of study)
- ❒ **Optional pre-test** (requisite knowledge or baseline)
- ❒ **Required Learning Activities**
- ❒ **Recommended Learning Activities**
- ❒ **Supplemental or in-depth Learning activities**
- ❒ **Evaluation**
- ❒ **References and Alternative Resources**

Reviews and Marketing:

- ❒ **Framework Review**
- ❒ **Content Review with appropriate programs / departments.**
- ❒ **Review, Pilot testing and revision of module completed by"end-users"**
- ❒ **Marketing completed - Innovative and creative ways of informing the users**
- ❒ **Copy to the Library for Reference**
- ❒ **Review date set and appropriate person(s) designated for the review**

Development:

Based on Needs / Priorities

- Needs assessments completed - Who and how many will this impact?
- Who is the target audience expected to use this package?
- What is their level of knowledge of the topic? Who else may benefit from this package?
- Is there a SDLP already out there in the region / elsewhere?
- Identify potential alternatives - Is there a cost benefit to creating the package? Is there one already in existence which could be modified or used (inside or outside the region, commercial)

Resource utilization needs

- commitment by organization, managers and end-users to utilize the module or package
- Resources available to create the package - time and labour intensive to create. (Approximately 200 hours to complete a SPLM from scratch)

Interdisciplinary or multidisciplinary team involvement

Ensure that all disciplines involved have input into, or are part of the creation of the Module/Package. This should also include the end-users or any one this module has potential impact on.

Content

- Based on best practices / standards / Hospital and or unit policies
- Based on up to date information -references / literature searches / AV materials

What is the best way to reach end-users? If the method does not match the equipment available, the self paced module will not meet its objectives. Different learners have different learning styles, we need to be innovative to match our materials to those styles

Explore alternatives to the written material:

- videos
- audio tapes
- Computer Based Training
- others

or creation of these

User Friendly format

- Font size 12 plus, easy to read type set
- white space - not pages and pages of written text
- readability of content for level and use of formal language (keep target audiences in mind)
- user friendly language

Long range planning and skill laddering - all levels of the material may not need to be presented in each package. You may want to spread it over several packages starting with basic safe practice and then moving up to advanced skills and levels of thinking over time.

Continuous Quality Improvement - built into you long range plan of how we are going to evaluate and improve the quality of our modules and packages.

Components

Literature review
Interdisciplinary review
1 to 12 on the creation list
Trial of module with all levels of learners - novice to expert to streamline effectiveness.
Ensure copyright has been obtained for material taken from other sources.

Alternate Resources

- Content experts in house or within the region may act as resources based on availability. These could potentially be peer staff who have successfully completed the module or series and are able to facilitate learning for others.
- video alternatives
- literature available in the library or from other sources - the closer the better.

Evaluation

Consider what means of evaluation need to be implemented based on the outlined objectives of the module. How are evaluations going to be tracked in your areas or organization?

Outcome or impact evaluation - what impact has this module had on the knowledge, work habits of behaviour of the individual doing the module? How are we going to measure this? (survey, self assessment, performance review) How are we going to track this information? (self accountable documentation, performance reviews, unit based tracking)

If the evaluation is paper based - who gets the evaluations (self accountable, Manager, Education department, HR) Consider how the pages will be replaced if the learner is able to write on them and who is responsible for stacking up the modules.

Format:

Intro (Should include Authors, statement of interdisciplinary involvement, date of creation and next evaluation. Statement that it is research based and based on best practices/standards etc.)
Purpose and scope.
Pre-requisites and Guide along with optional pre-test.

Section 1:

Objectives in a table format:

Objectives	**Required Learning Activities** Skills facts and principles reviews / readings observe/attend/ view	**Outcomes** Performance, demonstration and application	**Evaluation** Self Performance, demonstration, application	Time Frame & Resources

Section 2:
Recommended Learning activities

BEST COPY AVAILABLE

Overview material as a review accompanied by supporting materials

Section 3:
Supplemental or in-depth learning Activities

Reinforcing materials including review articles, books, videos or resource contacts.

Section 4:
Evaluation of the objectives.

Section 5:
References

Regional Development Resource Personnel

Key personnel with in the Region should be identified as resources to consult and advise in the development and implementation of Self paced Learning Modules.

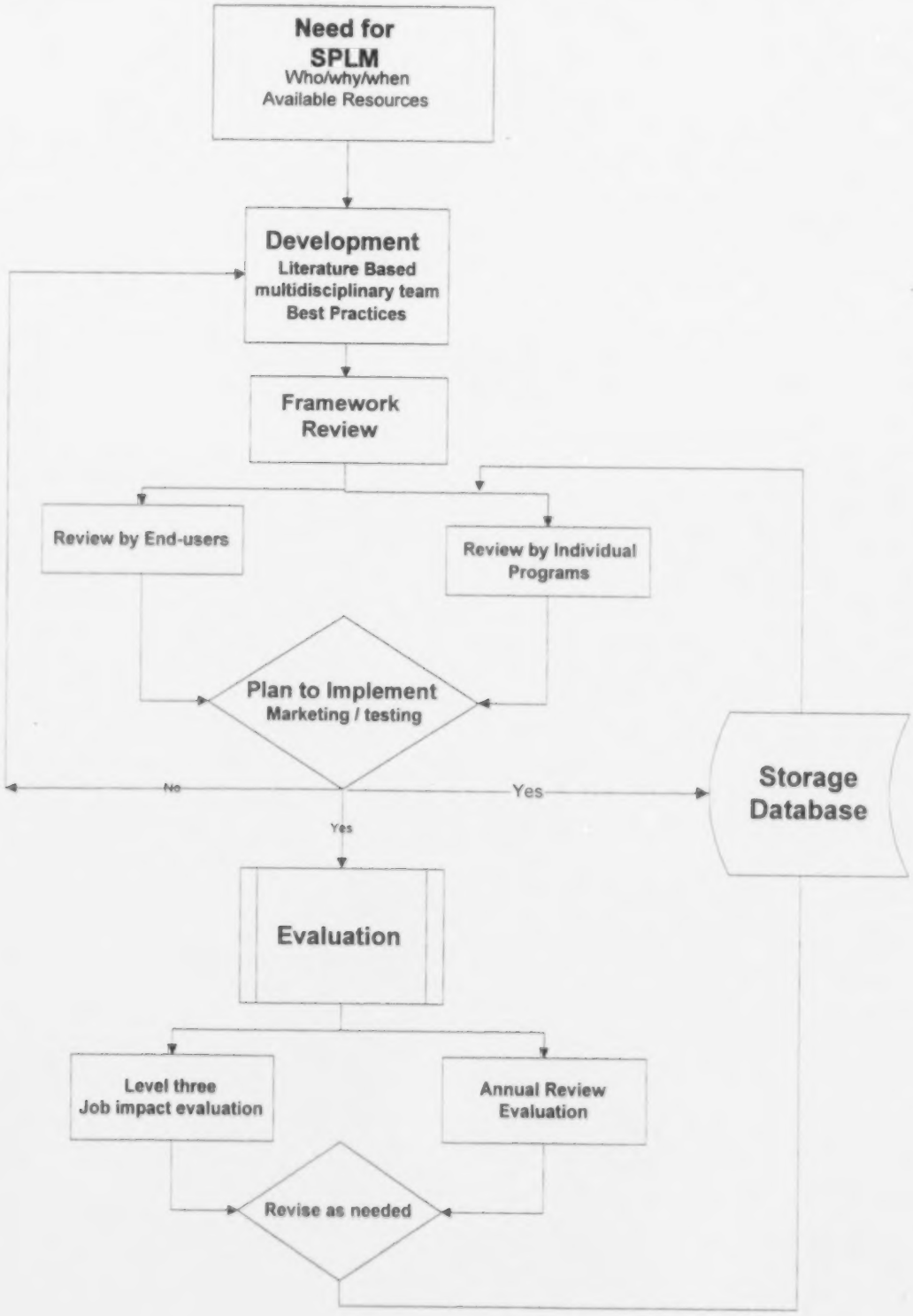
- to advise and consult on development
- maintain a database of regional/area/organizational SPLM's
- communicate with other regional partners on a regular basis regarding developments, resources and updates
- Potentially to market modules and packages to other organizations and Regions
- identify or refer needs for development of packages.

Examples (not inclusive at this time)

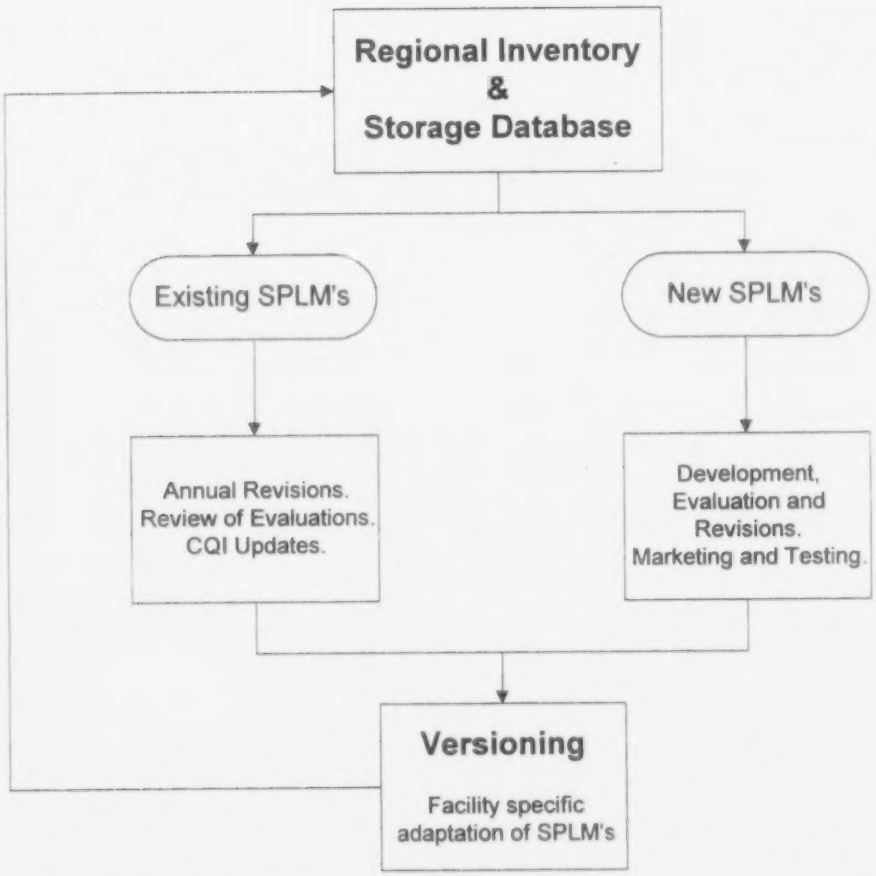
Maryann Wythe	PAH Acute
Habeena Hood	PAH ECU
Els Fraser	LMH Ed
Maylene Fong	DH Acute
John Blenkinsopp	SMH LRC

others to consider - community agencies, other ECU, Mental Health reps. Regional corporate level, physicians, volunteers, patients and families.

Draft Model for evaluation and revisions of Self Paced Learning Modules



Regional Development of Self paced learning modules.



RESOURCES AVAILABLE FROM THE SURREY MEMORIAL HOSPITAL LIBRARY

BOOKS

The Instructor's Survival Kit: A Handbook For Teachers of Adults by Peter Franz Renner. Vancouver, B.C. : Training Associates, 1989.
An educator's guide for self-directed learning.

Producing High-Impact Learning Tools: a Practical Guide to Developing Effective Training Materials by Pamela A. Wade. Irvine, Calif. : Richard Chang Assoc., 1995.
Includes a chapter on producing tools for self-instruction.

The Quick Instructional Planner: A Learn-As-You-Go Guide That Takes You From Rough Idea to Well-Crafted Course Plan by Peter Renner. Vancouver, B.C. : Training Associates, 1988.
An excellent source that focuses on adult education. Includes a good chapter on writing objectives.

Working With Adult Learners by Patricia Cranton. Toronto : Wall & Emerson, 1992.
Includes principles of adult education and instructions on working toward self-directed learning.

Writing Self Instructional Learning Packages . . . That Work! Vancouver : B.C. Childrens' Hospital, 1989.
An excellent source for developing a self-instructional learning package with a brief entry on how to write behavioural objectives..

JOURNALS

Includes articles on adult education, learner objectives, and self-directed learning.

"Alternate Methods of Teaching: Use of Self-Learning Packets." by Lori A. Weinberg and Suzanne Stone-Griffith. **Journal of Post Anaesthesia Nursing** 7(6) Dec. 1992, 392-7.
Lists adult learning principles and three components of learning objectives.

"Applying Adult Education Principles to Computer Education." by S. Coffman. **Journal of Nursing Staff Development** 12 (5) Sep-Oct. 1996, 260-3.
A good source for educators.

"The Basics of Constructing Learning Modules." by N. Tuazon. **Journal of Nursing Staff Development** 8 (6) Jul-Aug. 1992, 259-61.
This article presents the basics of module construction.

"Characteristics of Registered Nurses' Self-Directed Learning Projects For Professional Development." by E. Dixon. **Journal of Professional Nursing** 9 (2) Mar-Apr. 1993, 89-94.
A very good article on self-directed learning for professional development.

"Clinical Ladder Development: Implementing Contract Learning." by Mary C. Kreider and Margaret Barry. **Journal of Continuing Education in Nursing** 24 (4) Jul.-Aug. 1993, 166-9.
Covers the design phase and development of learning contracts. Includes principles of adult education applied to the workshop environment.

"Comparison of the Effectiveness of Tutored Videotape Instruction Versus Traditional Lecture for a Basic Hemodynamic Monitoring Course." by Linda McAlpine. **Journal of Nursing Staff Development** 12(3) 1996, 119-125.
This independent study offering is appropriate for nurses engaged in any aspect of nursing staff development.

"Comparison of Nurses' Self-Directed Learning Activities." by Julia D. Emblem and George T. Gray. **Journal of Continuing Education in Nursing** 21(2) Mar-Apr. 1990, 56-61.
Implications for nursing education are identified with respect to learner motivation and accessibility of materials.

"A Comprehensive Critical Care Course." by Susan A Boyer. **Nursing Management** 27(6) June 1996, 32B, 32D, 32F.
A self-paced, multimedia teaching program.

"A Comprehensive Plan to Meet the Unit-Based Education Needs of Nurses From Several Specialty Units." by Joan Such Lockhart and Jane Bryce. **Journal of Nursing Staff Development** 12(3) 1996, 135-138.
In this article the author describes a comprehensive approach that meets the needs of staff members and fosters their professional development.

"Developing a Psychiatric Self-Instruction Module." by J. Huddleston. **Journal of Nursing Staff Development** 6 (2) Mar-Apr. 1990, 75-8.
Describes the development of a psychiatric assessment self-instructional module that incorporated learning needs assessment, collaboration, implementation, and evaluation.

"Developing Self-Directed Learning." by George M. Piskurich. **Training & Development** March 1994, 30-36.
Writing learning objectives briefly described.

"Effective Development and Utilization of Self-Learning Modules." by Kari L. Schmidt and James C. Fisher. **Journal of Continuing Education In Nursing** 23(2) Mar-Apr. 1992, 54-9.
Includes a brief description of developing learning objectives.

"Formative Evaluation of a Nursing Orientation Program: Self-Paced vs. Lecture-Discussion." by Patricia Grant. **Journal of Continuing Education in Nursing** 24(6) Nov-Dec. 1993, 245-8.
This article compares the effectiveness of lecture-discussion to self-learning modules in a nursing orientation program.

"The Ins and Outs of Self-Directed Learning." by Timothy G. Hatcher. **Training & Development** Feb. 1997, 34-39.
Lists what facilitators of self-directed learning must know.

"An Interactive Videodisk Training Program In Basic Cardiac Life Support: Implications for Staff Development." by Francine P. Hekelman, James A. Phillips and Louise Ann Bierer. **Journal of Continuing Education In Nursing** 21(6) Nov-Dec. 1990, 245-7.
This article highlights the demands for staff development providers to address technical skills training through interactive videodisk modalities.

"Mandatory Inservice Programs Using Self-Learning Modules." by D. Lipe, L. Reeds and J. Prokop. **Journal of Nursing Staff Development** 10 (3) May-June 1994, 167-9.
This article gives a good example of behavioural objectives.

"Nurse Educator: Developing Self-Teaching Packages For the Emergency Department Staff." by Patty Melnykovich. **Journal of Emergency Nursing** 20(3) June 1994, 239-40.
A brief guide to developing self-teaching packages.

"Nurse Educator: A Self-Paced Case Study Approach to Continuing Education." by Susan N. Benware. **Journal of Emergency Nursing** 21(3) June 1995, 258-61.
A brief article on the use of self-paced learning modules in the form of case studies as a method of providing continuing education for nursing staff.

"Off to a Successful Start! The Use of Self-Study for Hospital-Wide Nursing Orientation." by S. Phelps. **Journal of Nursing Staff Development** 12 (1) Jan-Feb. 1996, 7-12.
This article shows how the change from a traditional, lecture-style orientation to self-study decreases the time orientees spend in nursing orientation and lowers the cost per person.

"Self-Directed Learning and Nursing Orientation Programs: Are They Compatible?" by Joan L. Prociuk. **Journal of Continuing Education In Nursing** 21(6) Nov-Dec. 1990, 252-6.
This study identified a number of factors that educators should consider prior to implementing SDL in hospital orientation programs.

"Self-Instructional Posters: One Way to Save Time and Money." by Kathleen M. Healey and Marcia A. Hoffman. **Journal of Continuing Education In Nursing** 22(3) May-June 1991, 123-5.
A good source that describes how to combine a self-instructional module with a teaching poster format.

"Self-Learning Packages in Staff Development." by C. Cochenour. **Journal of Nursing Staff Development** 8 (3) May-June, 123-7.
An excellent article that describes the benefits for both learners and educators when the self-learning packages are used.

"Teaching Managers to Appraise Performances." by Donna L.M. Mitchell and Ester Green. **Nursing Management** 27(3) March 1996, 48C-D.
A brief article focusing on teaching managers how to accomplish effective performance reviews and appraisals.

"Workplace Education: Adult Education in a Hospital Nursing Staff Development Department." by D. Leonard. **Journal of Nursing Staff Development** 9 (2) Mar-Apr. 1993, 68-73.
This article describes a case study conducted in a hospital nursing staff development department to provide recommendations for the current practice of adult education.

Appendices

1. Sample copyright notice
2. Guidelines for Reviewers

Draft copyright notice for SPLMs

© 1997 Surrey Memorial Hospital. All rights reserved

No part of this module may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, currently known or developed in future, without the express permission of the copyright holder.

Portions of this module may copyright by others. If this is the case, formal acknowledgement follows.

A Study of Fruitcake Impact on Learning Systems © 1994 Manic Publications. Used by permission.
Two Heads are Better than Seven © 1989 Dual Rosh Productions. Used by permission.
Never Say Learn © James Bond. Used by permission.

The purchase of this module includes a limited license to reproduce the contents for use only in learning opportunities within the institution making the purchase. NO CHANGES can be made to the module without the express written consent of the copyright holder, except to include institution-specific policies, guidelines and procedures as an Appendix.

This module can be sold and/or distributed ONLY by Surrey Memorial Hospital.

Warranty Information

Surrey Memorial Hospital provides this module 'as is' without warranty of any kind, either expressed or implied, including, but not limited to the implied warranty of fitness for a particular use.

Surrey Memorial Hospital will, in no event, be liable for any damages whatsoever arising from the use of this module, or for any other claim by any other party.

Self Paced Learning Modules
Guidelines for Reviewers

Introduction

Thank you for taking the time to review this draft Self Paced Learning Module. The review is an important part of the SPLM development process, and helps to ensure that

1. all Modules being used at SMH conform with the South Fraser Health Region SPLM framework;
2. the content of the module is accurate, up to date and meets a specific need;
3. information flow and process is clear, understandable and sensible;
4. the style of presentation is consistent, readable and accessible.

Please refer to Regional Framework for definitions and expectations for each section of a module. We appreciate your assistance in making this a high quality and useful learning opportunity.

After working through the module, please address each of the following elements. The rating scale is as follows:

1	Item is not in evidence	NONE
2	Item is there but is marginal in value or usefulness	MARGINAL
3	Item is presented in a useful way which contributes to the value of the module	GOOD
4	Item is presented very well and contributes substantially to the value of the module	EXCELLENT

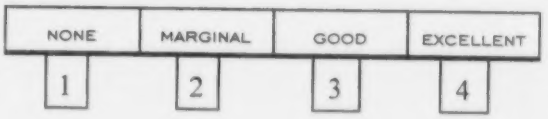
Conformance to Framework

Framework Principles

Quality

Does this module appear to

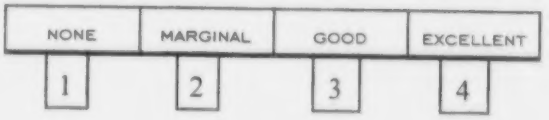
- be built on sound literary and research based sources
- utilize adult and learner centred education process and principles
- be based on best practices
- always maintain a client focus.



Learner Centred

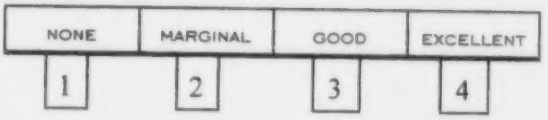
Does the module take into account

- different Learning Styles of users
- previous knowledge and experience of users
- specific group target

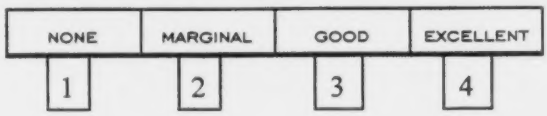


Interdisciplinary and Collaborative

Does the module show interdisciplinary input?



Strategic Development
Is there evidence of thought toward future development of the module?

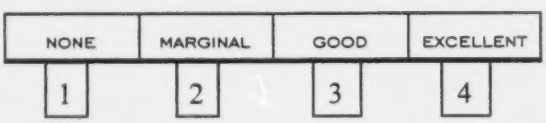


Comments on Conformance with Framework

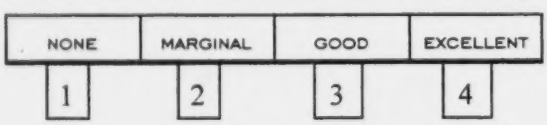
Please make general comments here. Write specific comments/changes directly on the pages of the module.

Overview

Introduction
Describes the reason for completion of this module. Explains the objectives and the requirements for completion. Briefly outlines the contents of the module.

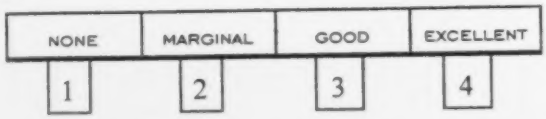


Scope of Package
Describes the target audience and the level of involvement needed for specific groups, if applicable.



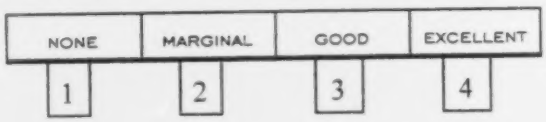
Purpose Statement

Describes the module has been created, what requirement it fills or need meets. Notes any external reason or mandate for its completion.



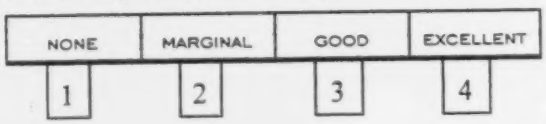
Objectives

Describes overall expected outcomes in learner centred terms.



Pre-requisites

Outlines the minimum expected competency for completion of the module, if applicable.



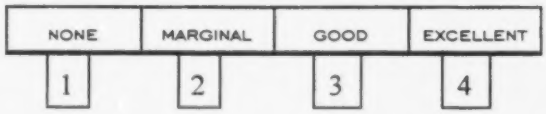
Comments on Overview

Please make general comments here. Write specific comments/changes directly on the pages of the module.

Module Components

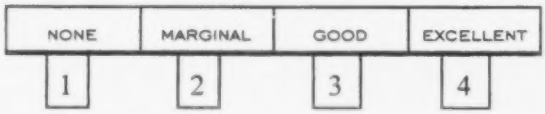
Learning Guide

An overview of the package or module for the learner. It should include the suggested time needed to complete the module, identify priorities and order of completion.



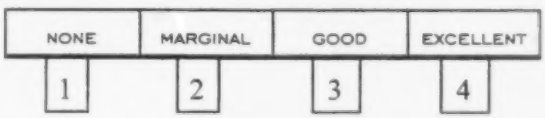
Pretest (optional)

To test requisite knowledge, or to form a baseline for follow-up assessments. If this option is not developed, some other relevant form of evaluation must be devised.



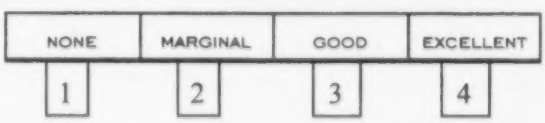
Required Learning Activities

Includes individual or in-depth objectives / ends-in-view required to meet the evaluation criteria. Could include skill sets or demonstrated tasks needed to complete the module and required learning activities, including pre-reading or a lecture component based on the topic.



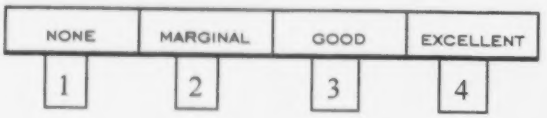
Recommended Learning Activities

Includes an outline and review of current literature and standards. Could include a lecture, video or audio tape as a primary source of information or to back-up the written material. It may also include referral to other references. Should include other resources for the learner to access if they find themselves unable to meet the criteria for completion of the /module. These could include a section on supplemental Activities, a list of alternative literature resources, contact persons or tutor resources.



Supplemental / in depth Learning Activities

Includes Appendices containing articles which are more detailed to aid with specific learning needs, or provide more information for an interested learner. Optional alternatives may be addressed such as a video rather than all the reading materials to cover the same information. This section may also be used to add specialized information for those who need it.

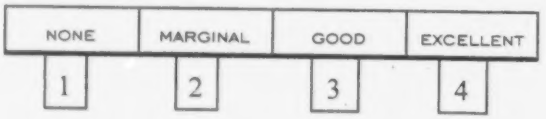


Evaluation

Evaluation of learning ensures that the objectives are met.

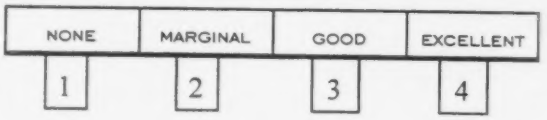
Options include:

- Self Evaluation;
- demo-return demo;
- Performance check-list;
- post-test exam or quiz;
- skills test;
- verbal discussion of learning, or
- a demonstrated behaviour change.



References

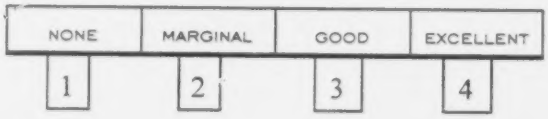
Bibliographies or a list of references for the Learner to do further research if interested and a list of alternate or additional resources(books, articles, videos, journals) the Learner may find beneficial. This could also include content experts' names as resources (Educators, Mangers, Clinicians, Clinical Resource Nurses, Peer experts who have successfully completed the modules).



Comments on Module Components

Please make general comments here. Write specific comments/changes directly on the pages of the module.

Content

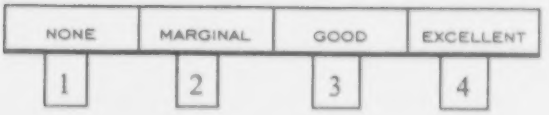


Please note concerns, inaccuracies, missing essential information, other suggestions for improvement directly on the pages of the module.

General comments on Content

26

Style



Please note areas which need better clarity, do not fit the style of the module or for other reasons should be rewritten directly on the pages of the module.

General comments on Style

Other and General Comments

Reviewer Name _____ Local _____

Reviewer Signature _____ Date _____

Please return this form to The Learning Resource Centre.